



Pearson

# Mark Scheme

## Summer 2018

Pearson Edexcel  
GCE In History (9HI0/34)  
Advanced

Unit 1: Themes in breadth with aspects in depth

Option 34.1: Industrilisation and social change in  
Britain, 1759-1928: forging a new society

Option 34.2: Poverty, public health and the state in  
Britain, c1780-1939

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if **the candidate's response is not worthy of credit** according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response, the team leader must be consulted.**
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: indicative content

## Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
1.	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the benefits of the apprentice system for the apprentices themselves and the organisation of the system at Quarry Bank Mill. Andrew Ure is not named on the specification but candidates are expected to know about the Quarry Bank Mill.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> <li>• <b>Ure's comments are published in a book designed for sale to the general public</b></li> <li>• Ure aimed to persuade, making a case through argument as well as evidence</li> <li>• The author used his first-hand experiences, visiting Quarry Bank Mill and carrying out interviews to construct his case</li> <li>• Ure carried out inspections of other factories too so was able to compare Quarry Bank Mill to others in the area.</li> </ul> <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Benefits for apprentices:</p> <ul style="list-style-type: none"> <li>• The source implies that the apprentices are taken out of the poor houses in order to train as apprentices with the benefits that involved</li> <li>• The source claims that the apprentices are given an education and that this is an integral part of their time at the Mill</li> <li>• The source suggests that the Mill offered apprentices a steady income and the prospect of a job for life</li> <li>• It claims that apprentices benefited from improved health and life expectancy.</li> </ul> <p>Organisation of the system at Quarry Bank Mill:</p> <ul style="list-style-type: none"> <li>• The source suggests that the apprentices provided Greg with a regular, long-term workforce</li> <li>• It claims that as the apprentices were healthy and well accommodated they were able to work for longer</li> <li>• It claims that after marriage former apprentices stayed on at the Mill so they provided a steady trained workforce</li> <li>• <b>The source claims that Greg's recruitment of apprentices was both highly successful and philanthropic.</b></li> </ul>

Question	Indicative content
	<p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the benefits of the apprentice system for the apprentices themselves and the organisation of the system at Quarry Bank Mill. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Growth of Quarry Bank Mill and the development of cotton production</li><li>• <b>Greg's reforms at Quarry Bank Mill</b></li><li>• Factories had been increasing in number and made use of apprentices</li><li>• <b>The impact of the Poor Law Amendment Act (1834) on Greg's</b> recruitment of apprentices.</li></ul> <p>Other relevant material must be credited.</p>

## Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the regulation of workhouses and the significance of the experiences of paupers at Andover workhouse. Although the author of the source is not named in the specification, candidates should be aware of the context of both the regulation of workhouses and the Andover scandal.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> <li>• The position and status of the speaker as a member of parliament</li> <li>• The speech was designed to persuade and with the purpose of publicising the failings of the Poor Law Commissioners</li> <li>• The speech was made in the immediate aftermath of the inspection with awareness of public interest in the inspection</li> <li>• The speaker had not visited Andover himself, he was reporting back on the findings of others.</li> </ul> <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>How workhouses were regulated:</p> <ul style="list-style-type: none"> <li>• The source suggests that the powers granted to the Poor Law Commissioners were extensive and widespread, and that their recommendations held weight in Parliament</li> <li>• The source claims that the inspections carried out by the Commissioners were inadequate and poorly recorded, so that the scrutiny of their work was impossible</li> <li>• It claims that the inspection of Andover was only carried out following a question asked in the House of Commons, rather than because of the <b>Commissioners' own regime of inspections</b></li> <li>• It claims that the inspectors only temporarily halted the practice of bone crushing, and that was for their own welfare not because of concerns about the conditions of the workers.</li> </ul> <p>The significance of the experiences of the paupers:</p> <ul style="list-style-type: none"> <li>• The source claims that paupers were engaged in the work of bone crushing and suggests that this was not an acceptable occupation for those in the workhouse</li> <li>• The source claims that out of 10 paupers who were questioned, eight admitted that they ate the bones they were given to crush, suggesting that they were starving</li> <li>• The source suggests that even though the work of bone crushing was so grim, living standards and diet were so poor that paupers volunteered for the work</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• It claims that even young boys were employed in bone crushing rather than being schooled as per the terms of the 1834 Act</li> <li>• It suggests that the experiences at Andover were so horrific that questioning of the system resulted.</li> </ul> <p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for revealing the regulation of workhouses and the significance of the experiences of paupers at the Andover workhouse. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Andover scandal was a contributory factor in the fall of the Poor Law Commission</li> <li>• The Andover Union had been used as a model of good practice following the New Poor Law Amendment Act (1834)</li> <li>• The Poor Law Commissioners only carried out brief inspections at Andover</li> <li>• The role of Henry Parker in inspecting the workhouse and critiquing the Poor Law Commission.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

## Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
3	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about how significant the safety bicycle was in increasing the independence of women in 1885–1901.</p> <p>Arguments and evidence suggesting that the safety bicycle was significant in increasing the independence of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Thousands of women bought or hired bicycles and joined cycling clubs with men, which involved a change in social interaction</li> <li>• There was a massive increase in mobility for women who were able to travel independently to events, e.g. suffrage meetings and become more involved, socially and politically</li> <li>• Fashion changed to accommodate cycling, the restrictive corset was abandoned and replaced by rational dress</li> <li>• Cycling allowed women to experience a world beyond the domestic and led to the feminisation of social spaces, e.g. tea rooms and hotels.</li> </ul> <p>Arguments and evidence suggesting that the safety bicycle was not significant in increasing the independence of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Women who cycled faced significant criticism and opposition as the bicycle was seen as a challenge to their place in society</li> <li>• Some hotels and tea rooms refused to serve women who were dressed in rational dress, e.g. The Hautboy Hotel in Surrey</li> <li>• Some writings suggested that cycling and the associated independence was unwomanly and unattractive, e.g. Eliza Linton in <i>The Girl of the Period</i> (1883)</li> <li>• Women sometimes faced hostility and abusive comments as they cycled.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about the extent to which the work of Brunel succeeded in expanding passenger travel (1833–59).</p> <p>Arguments and evidence suggesting that the work of Brunel did expand passenger travel should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Great Western Railway and construction of stations at Bristol and Paddington meant that passenger travel was much easier</li> <li>• Innovations in bridge building allowed railways to reach all parts of the country despite geographical challenges, e.g. the Royal Albert Bridge at Saltash</li> <li>• The crossing of the SS Great Western in 1838 showed that transatlantic travel was feasible and potentially commercial</li> <li>• The SS Great Britain, the largest passenger ship in the world when built, provided a regular passenger service between Liverpool and Melbourne, Australia.</li> </ul> <p>Arguments and evidence arguing that the work of Brunel did not expand passenger travel should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mixed financial success of the transatlantic passenger trade showed that passenger travel was still in its infancy</li> <li>• The Great Western Railway took a number of years to generate a return, which suggests that passenger travel took a number of years to expand</li> <li>• The SS Great Eastern failed at its purpose of passenger travel as it was too expensive for commercial use</li> <li>• Brunel failed in his aim to create a regular transatlantic passenger crossing from London to New York, via Bristol.</li> </ul> <p>Other relevant material must be credited.</p>

## Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
5	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that opposition to the Poor Law Amendment Act was widespread in the 1830s.</p> <p>Arguments and evidence supporting the statement that opposition to the Poor Law Amendment Act was widespread should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Organised opposition to the new Poor Law was established, e.g. the Anti-Poor Law movement in 1837</li> <li>• Local magistrates and members of the clergy supported the poor in their opposition in some areas, e.g. in East Anglia</li> <li>• Protest and opposition in the North bordered on insurrection, e.g. armed riots in Rochdale and Oldham in 1837</li> <li>• Oastler, a factory reformer from Huddersfield, led workers to resist the implementation of the new Poor Law in 1838</li> <li>• John Fielden, MP for Oldham, opposed the new Poor Law and resisted its implementation in his constituency.</li> </ul> <p>Arguments and evidence arguing that opposition to the Poor Law Amendment Act was not widespread should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Opposition to the new Poor Law was not universal, e.g. it was implemented in Cumbria and North Yorkshire with little protest</li> <li>• The new Poor Law was established with relative ease in most urban areas</li> <li>• Farmers and landowners in the rural south supported the new Poor Law and it was successfully established in the South of England</li> <li>• Ratepayers supported the new Poor Law as their rates were reduced following the introduction of the Law.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about whether reforms of the Liberal governments made little difference to the lives of the working class in the years 1908–14.</p> <p>Arguments and evidence supporting the statement that the reforms of the Liberal government made little difference to the lives of the working class should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Liberal reforms did not apply to everyone and many were excluded, e.g. the National Insurance Act 1911 applied to particular industries</li> <li>• There was still significant reliance on poor relief and the Poor Laws were not abolished</li> <li>• Many of the reforms were means tested, e.g. Old Age Pensions in 1908 which also only applied to the over seventies</li> <li>• Medical care only applied to the wage owner, not to their families.</li> </ul> <p>Arguments and evidence supporting the statement that the reforms of the Liberal governments made a significant difference to the lives of the working class should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The social and welfare reforms established a minimum standard of provision and confirmed the principal that the state had some responsibility for its citizens</li> <li>• As the Old Age Pensions were funded solely by taxpayers they did not act as a financial burden on those in work</li> <li>• The Labour Exchanges Act 1909 resulted in 450 labour exchanges by 1914, finding work for c3000 people per day</li> <li>• The National Insurance Act 1911 ensured that insured workers who lost their job would be provided with a period of financial support, which whilst limited to certain trades, was a world first.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

## Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
7	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the First World War had the most significant impact on patterns of work in the years 1759–1928.</p> <p>Arguments and evidence supporting the statement that the First World War had the most significant impact on patterns of work should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of a female workforce outside the home in new industries transformed the workplace</li> <li>• Women adopted a variety of new roles during the First World War, e.g. ambulance drivers and bus conductors</li> <li>• Working hours were transformed as a result of the war, e.g. British Summer Time was introduced in May 1916</li> <li>• The workplace became increasingly unionised</li> <li>• <b>In some areas women's pay increased and the principle of equal pay was considered following the strike of August 1918.</b></li> </ul> <p>Arguments and evidence supporting the statement that the First World War did not have the most significant impact on patterns of work and/or that other developments were more significant should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the roles adopted by women during First World War, e.g. munitions work, were temporary and they were replaced by men after the war</li> <li>• Technology had a significant impact on the nature of the workplace, for example the move from water-powered to steam-powered factories in the late 18th century, and from steam to electricity in the early 20th century</li> <li>• The impact of government legislation, e.g. the Factory Act 1833, on working conditions and the nature of the workplace</li> <li>• The work of philanthropic factory owners, e.g. Titus Salt and George Cadbury provided improved working conditions that had a significant impact on the workplace.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p><b>Answers will be credited according to candidates'</b> deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement whether the Education Act of <b>1870 was the most significant development in children's lives in the years 1759–1928.</b></p> <p>Arguments and evidence supporting the statement that the Education Act of 1870 was the most significant development in <b>children's lives</b> should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• For the first time an Education Act legislated that a school place should be provided for all children aged 5–13</li> <li>• School Boards were given powers to make attendance at school compulsory</li> <li>• The Education Act formalised the provision of education and brought it under the orbit of government legislation</li> <li>• 4000 schools were opened in urban areas between 1870 and 1880.</li> </ul> <p>Arguments and evidence countering the statement that the Education Act was the <b>most development in children's lives and/or that other initiatives were more significant</b> should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Education Act of 1870 did not provide adequate funding for schools and did not make education compulsory; it was extended and developed by subsequent acts, e.g. Fisher in the 1918 Education Act</li> <li>• Sunday schools were established in the 1780s to develop the moral and social wellbeing of children</li> <li>• Consideration of health and wellbeing of children, e.g. Factory Act 1802, which gave apprentices two sets of clothing</li> <li>• <b>Restrictions on child labour and working hours improved children's lives,</b> e.g. Factory Acts of 1833, 1844 and 1867</li> <li>• <b>The Children's Act of 1908 was a significant development in safeguarding children in the home.</b></li> </ul> <p>Other relevant material must be credited.</p>

## Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
9	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about whether the influence of writers and the press was the most significant reason for public health reforms in the years c1830–1939.</p> <p>Arguments and evidence supporting the statement that the influence of writers and the press towards public health issues were the most significant reason for reforms should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>The Times</i> newspaper led a campaign for an effective sewerage system in <b>London following the 'Great Stink' (1858), which resulted in the</b> development of the system engineered by Bazalgette</li> <li>• Local newspapers reported on outbreaks of Scarlet fever and typhoid, <b>which raised awareness, e.g. 'Typhoid in our midst' in the <i>Gravesend and Dartford Reporter</i> (1927)</b></li> <li>• Novelists such as Charles Dickens and Elizabeth Gaskell raised awareness of public health issues, e.g. <i>Bleak House</i> (1852–3) and increased calls for reform</li> <li>• <b>Henry Mayhew's articles in <i>The Morning Chronicle</i> (1849)</b> brought the conditions faced by the poor in London to a wider audience</li> <li>• Novelists also focused on the need to improve living conditions, e.g. Arnold Bennett and George Orwell, which increased public understanding of public health issues.</li> </ul> <p>Arguments and evidence supporting the statement that other factors, not the influence of writers and the press, were the main impetus for public health reforms should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of the cholera outbreak and subsequent riots (1832) on calls for public health reforms</li> <li>• The interest of politicians in public health issues resulted in action by central government, e.g. Public Health Acts 1848 and 1858</li> <li>• The increase in record-keeping by doctors and councils enabled statistical evidence to support demands for public health reforms</li> <li>• The economic argument persuaded many to support reforms, e.g. Poor rates under the Poor Law would be reduced once drains and clean water were introduced</li> <li>• Local initiatives led to demands for reforms, e.g. Health and Sanitation Committees</li> <li>• Events such as the second Boer War (1899–1902) influenced attitudes and prompted calls for reforms.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Public Health Act of 1848 was the most significant change in public health provision in the years c1780–1939.</p> <p>Arguments and evidence supporting the statement that the Public Health Act of 1848 was the most significant change in public health provision in the years c1780–1939 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act showed that the government was prepared to act to improve public health in towns and cities; this was the first national Public Health Act</li> <li>• A Central Board of Health was established to report to Parliament, which was a significant step forward in the monitoring of public health provision</li> <li>• The Act identified all the major public health issues of the period and established a structure for dealing with them</li> <li>• Local Boards had to be set up in areas where the death rate was above 23 in 1000 and local authorities were empowered to do so, this was a significant development in terms of regulation</li> <li>• The Act decreed that the necessary finance should be raised from rates, which could now be used for public health provision</li> <li>• The Act established principles for improving public health.</li> </ul> <p>Arguments and evidence supporting the statement that the Public Health Act of 1848 was not the most significant change in public health provision and/or that other developments were more significant should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Local health boards had already been established in some cities before the Act, e.g. Manchester in 1795</li> <li>• The 1848 Act was permissive rather than mandatory, the 1866 and 1875 Acts had compulsory elements</li> <li>• London, Scotland and Ireland were excluded from the 1848 Act</li> <li>• Action by central government and local authorities, for example setting up antenatal and child welfare clinics, providing school meals in 1906 and free school milk in 1937, had a more significant impact on public health provision.</li> </ul> <p>Other relevant material must be credited.</p>

